

2018-2019

STRATEGIC Plan Report

TRIDENT TECHNICAL COLLEGE
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TRIDENT TECHNICAL COLLEGE

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Mission, Vision and Values



At Trident Technical College (TTC), education is about opportunity. As one of South Carolina's largest higher education institutions, TTC provides that opportunity to nearly 30,000 curriculum and continuing education students each year. TTC offers more than 150 programs of study in some of the most sought-after career fields in aviation; business; industrial and engineering technology; film, media and visual arts; health care; hospitality, tourism and culinary arts; law-related studies; community, family and child studies; and arts and sciences.

Rapid technological change and increased globalization create an extremely complex job market. Our job is to equip students with the education they need to succeed in this challenging environment. To

meet their needs, as well as the needs of our region's workforce, we continue to grow.

TTC is committed to accountability. Our commitment to our students, our community and the citizens of South Carolina is simple: TTC will provide cost-effective, state-of-the-art workforce education and training to give our students the best opportunity to succeed in today's world.

Mission

Trident Technical College serves as a catalyst for personal, community and economic development by empowering individuals through education and training.

Vision

"Educate the Individual. Accelerate the Economy. Inspire the Future."

Values

Integrity	Academic Excellence	Excellence in Customer Service	Accountability
Respect	Accessibility and Affordability	Expertise	Global Competitiveness
Student Achievement	Diversity, Equity and Inclusion	Academic Freedom	

Role and Scope

Trident Technical College is a public, two-year, multi-campus community college that provides quality education and promotes economic development in Berkeley, Charleston and Dorchester counties.

An open-door institution of higher education and one of the largest institutions in the state, Trident Technical College serves traditional and nontraditional curriculum students who have a wide variety of educational goals, from personal enrichment to career development to university transfer. To help students meet their goals, Trident Technical College offers university transfer associate degrees and applied technical associate degrees, diplomas and certificates. The curriculum includes programs in arts and sciences, aeronautical studies, agriculture, business, computer technology, engineering technology, health sciences, hospitality, industrial technology, and public service. Trident Technical College students draw on knowledge from a broad range of disciplines to develop the communication and critical thinking skills that are fundamental to lifelong learning.

Trident Technical College further promotes economic development through continuing education courses; customized education and training for business, industry and government; and a variety of employment training programs.

Trident Technical College is committed to being accessible and responsive to community needs. To foster student success, Trident Technical College provides developmental education and comprehensive student services. In addition to traditional instruction, Trident Technical College's flexible course offerings and alternative delivery methods, including online instruction, enable more members of the community to pursue higher education.

Annual Highlights

The final integration of new students using the services of The Hub for onboarding was the focus of the institution during 2018-19. Services of The Hub were available to all new students in Fall 2019.



Student Performance.

Student Performance Measure	Fall 2011	Fall 2018
Developmental Studies Course Success Rate	51%	48%
Composition 1 Course Success Rate	61%	69%
College Algebra Course Success Rate	46%	54%
Overall Course Success Rate	62%	75%
First-time Full-time Freshman Fall-to-spring Persistence	77%	81%
First-time Full-time Freshman Fall-to-fall Retention	51%	57%

Table 1. Student Performance Measures.

Dual Credit/Youth Apprenticeships. Dual credit enrollments account for 19% of the entire student population. With 2,360 students enrolled in Fall 2019 the number of dual credit students increased 19% over Fall 2018. The apprenticeship program has grown to include 85 companies and 284 students in registered apprenticeship programs in 2018-19.

Workforce Pathways. The division of Continuing Education and Economic Development received funding from the General Assembly to offer scholarships for workforce training in 2018-19. The program served 528 students, an increase of 67% over 2017-18, with funding of

\$957,525.89, which covered course fees in the areas of health care, manufacturing, information technology, personal enrichment/small business and contract training.

Placement Changes. In 2018, TTC began placement of recent high school graduates based on their high school GPA instead of using standardized testing scores. National research indicates this is a better predictor of collegiate success. Using this method the percentage of high school graduates eligible for college level math and English increased from 12% to 67%, eliminating the need for developmental or bridge coursework. While the success rate in math and English decreased slightly, the number of students completing these courses in their first semester increased tremendously. TTC will continue to monitor this placement method for improvements.

South Carolina Aeronautical Training Center. Construction of the South Carolina Aeronautical Training Center was completed and on budget in Fall 2019.

Grants. TTC received a \$102,747 grant from the Blue Cross Blue Shield Foundation to strengthen the career preparation of nursing students through expanded access to current simulation laboratory equipment, a \$91,875 award from the SC Technical College System to develop workforce career pathways, and a \$240,000 award from the SC Film Commission to support the Indie Grants program. TTC received multiple grants to support the youth apprenticeship program, including \$125,000 from Boeing, \$100,000 from SCTCS, \$100,000 from New America, \$30,000 from Bank of America, and \$12,500 from Volvo Car US Operations Community Fund. TTC also received smaller awards from a number of corporate and private foundations and organizations, including Boeing, Bosch, SunTrust, the Henry and Sylvia Yaschik Foundation, the Coastal Community Foundation, the Gene Haas Foundation, and the Lowcountry Chapter of the SC Native Plant Society.

Organizational Profile

Student Demographics

TTC Student Profile		
Total Enrollment	Fall 2019	12,351
Age	<25	65%
	>25	35%
Gender	Male	39%
	Female	61%
Race/Ethnicity	Asian	2%
	American Indian/Alaskan	<1%
	African American	26%
	Hawaiian/Pacific Islander	<1%
	Hispanic	7%
	White/Non-Hispanic	58%
	Two or more races	4%
Program	Unknown	2%
	Technical	41%
	Transfer	36%
	Non-Degree	23%
Student Load	Full-time	37%
	Part-time	63%

Table 2. TTC Student Demographics

TTC employs a diverse and highly qualified faculty and staff. TTC faculty members average 15 years of teaching experience and 10 years of work experience in their discipline. Eighty-two percent of the faculty hold advanced degrees.

Trident Technical College is a public two-year college in South Carolina serving Berkeley, Charleston and Dorchester counties with four campuses, three instructional sites, and numerous distance-learning opportunities. A member of the 16-college State Board for Technical and Comprehensive Education (SBTCE) system, TTC provides educational programs and promotes economic development in the tri-county area.

Employees

TTC Faculty and Staff			
Fall 2019	Total	679	Percent
Status	Faculty	263	39%
	Staff	416	61%
Gender	Female	405	60%
	Male	264	40%
Ethnicity	African American	193	28%
	White/Non-Hispanic	439	65%
	Other minorities	47	7%

Table 3. TTC Faculty and Staff Demographics

Operating Locations

The college maintains four campuses: Thornley Campus in North Charleston, Berkeley Campus in rural Berkeley County, Palmer Campus in downtown Charleston, and the Mount Pleasant Campus in the East Cooper area. TTC has three instructional sites: St. Paul's Parish Site, the Dorchester County QuickJobs Training Center, and Wando High School. TTC offers courses at additional off-site locations as appropriate, including courses for dual credit students in other area high schools, clinical courses in hospitals and medical facilities, courses delivered at local business and industry locations, and continuing education outreach programs in rural areas.

Strategic Planning

In Fall 2016, TTC completed work on the 2016-21 Strategic Plan. The college has identified four strategic goals and strategic initiatives to support each goal.

1. Increase Headcount Enrollment

- 1.1 Increase applications
- 1.2 Increase yield on applied to enrolled applicants
- 1.3 Increase external partnerships
- 1.4 Increase flexibility in paying tuition
- 1.5 Increase number of Life Scholarship students
- 1.6 Increase the number of students moving from Continuing Education to credit through articulation pathways
- 1.7 Increase online and hybrid course offerings
- 1.8 Market certificate programs to employers

2. Improve Student Achievement

- 2.1 Increase student success
- 2.2 Increase fall to spring retention for all students
- 2.3 Increase fall to fall retention for first time freshmen
- 2.4 Decrease success rate gaps and increase retention of minority students
- 2.5 Investigate how to move the curriculum toward more stackable credentials
- 2.6 Improve academic technology
- 2.7 Ensure every faculty member is using D2L

3. Improve Customer Service

- 3.1 Identify college standards for customer service
- 3.2 Ensure easy access to college information and appropriate training
- 3.3 Improve Help Desk functions

4. Improve Fiscal Stability

- 4.1 Increase alternative revenue sources
- 4.2 Increase revenues and reduce expenses associated with facilities rentals to realize a positive net revenue by June 30, 2019
- 4.3 Increase State funding for operations
- 4.4 Increase County funding
- 4.5 Maintain Continuing Education net revenue between 2% and 5% each year
- 4.6 Increase revenue from credit course offerings
- 4.7 Increase educational partnerships with businesses that offer education benefits to employees
- 4.8 Develop short-term professional development opportunities in Continuing Education for white collar workers
- 4.9 Expand apprenticeship programs in Continuing Education

Strategic Plan Measures and Results

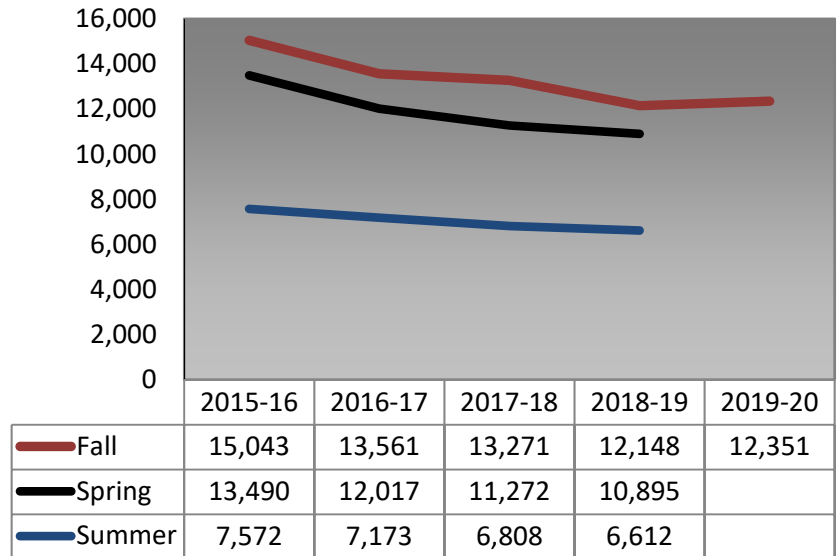
Increase Headcount Enrollment

1.0 Increase Enrollment

Fall enrollment increased by 1.7% to 12,351 students, our first semester increase since Fall 2013. Although enrollment continues to be challenging, in the state technical college system, 9 of the 16 colleges saw enrollment increases in Fall 2019.

Sources: TTC Institutional Research, IPEDS

Academic Year Enrollments

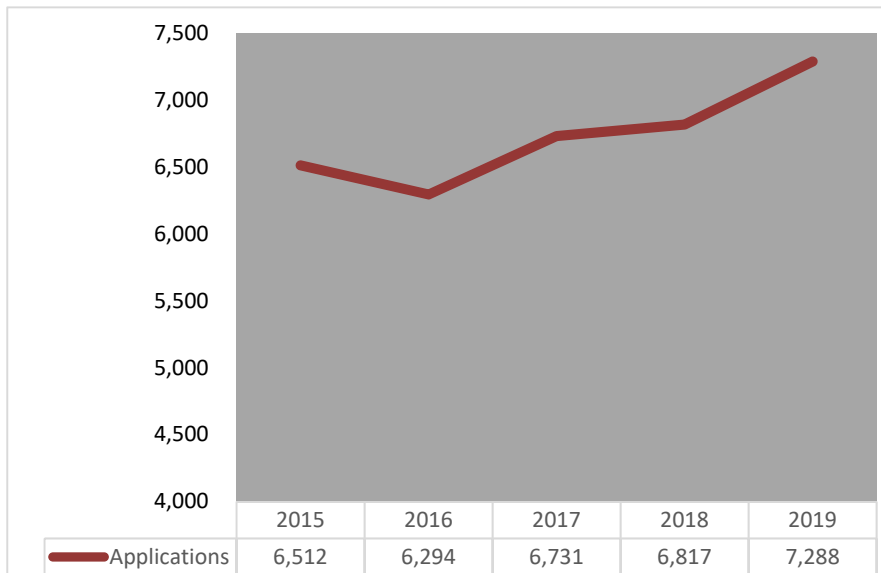


1.1 Increase Applications

Applications saw a 6.9% increase in the Fall 2019 semester. This was the third consecutive year of application increases.

Sources: TTC Institutional Research, TTC Student Services

Fall Applications

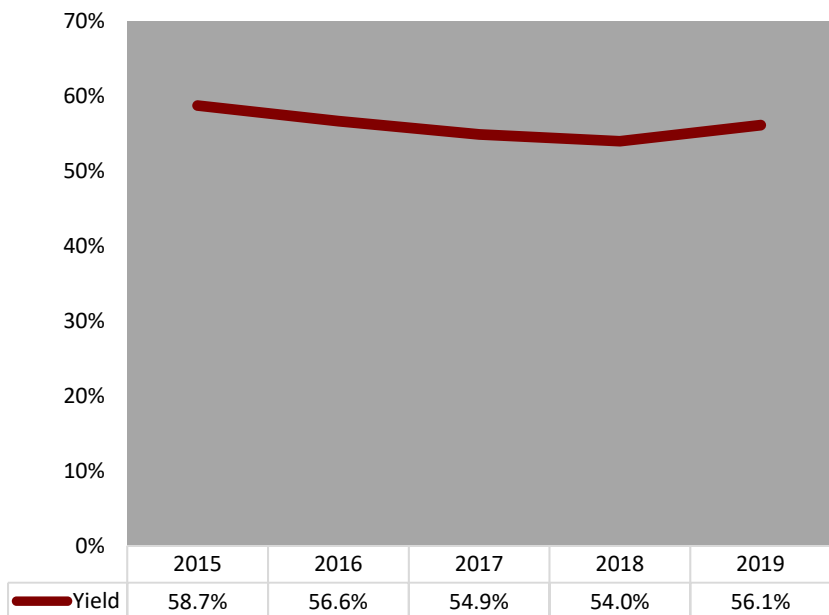


1.2 Increase Yield on Applied to Enrolled Applicants

Research indicates the biggest loss of students is between application and enrollment. TTC has improved the student onboarding procedures and after two years of decline, the yield has improved by 2 percentage points.

Source: TTC Institutional Research, TTC Student Services

Applied to Enrolled Yield Fall Terms

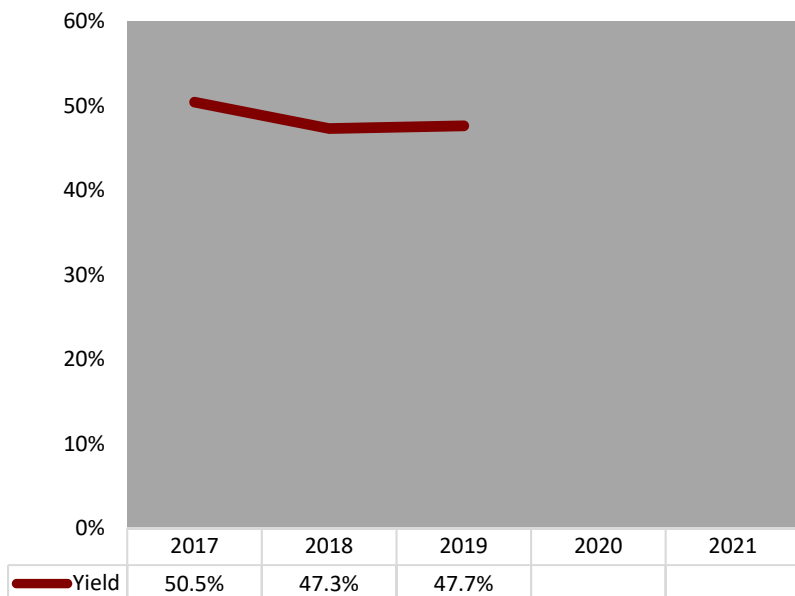


1.2.1 Increase Yield through Effectiveness of The Hub

The Hub opened in the Fall 2016 term and gained full functionality in Spring 2017. The Hub was available to all new students in the Fall 2019 term. Despite the opening of The Hub, the Applied to Enrolled yield has remained flat with non-dual credit students.

Source: TTC Institutional Research, TTC Student Services

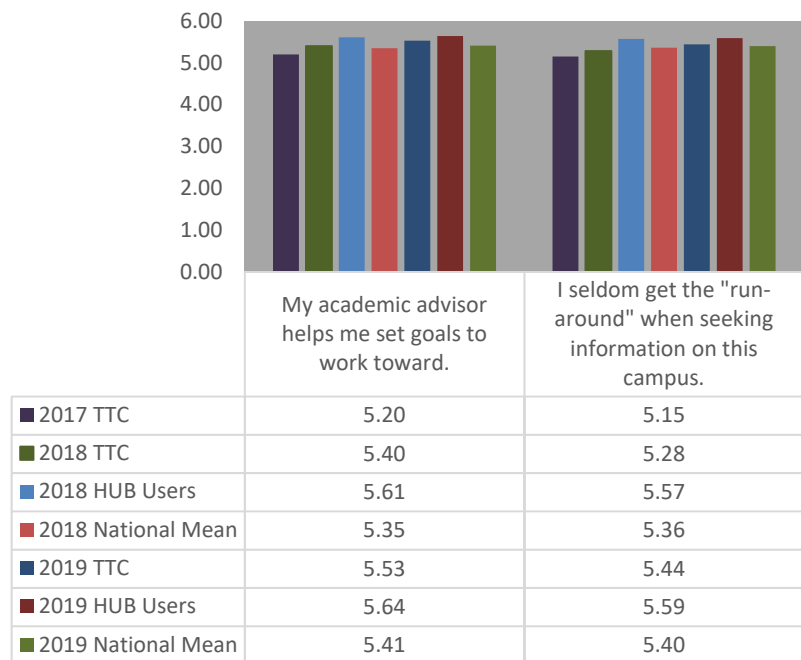
Applied to Enrolled Yield for Non-Dual Credit Students



1.2.2 Student Satisfaction with The Hub

Students that use Hub services report satisfaction greater than the national mean and substantially greater than TTC students do overall.

Student Satisfaction with The Hub

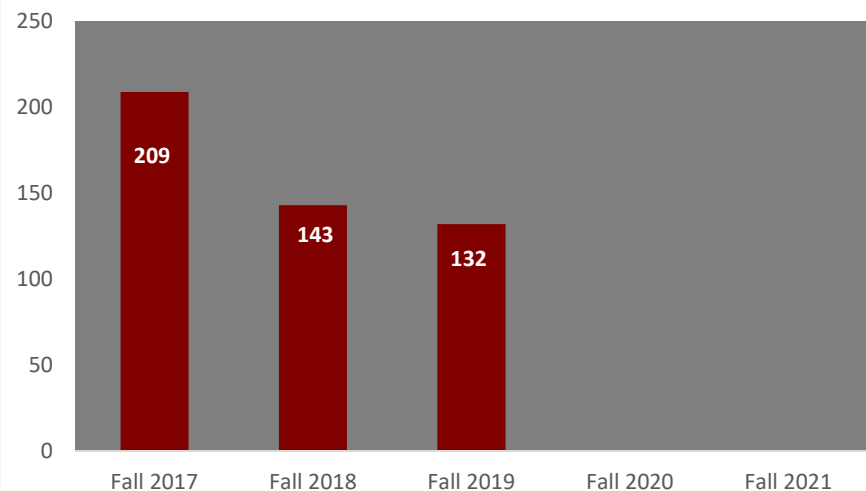


1.3.1 Increase External Partnerships

TTC's partnership with the College of Charleston began in the Fall 2017 term. All classes are taught on the College of Charleston campus by TTC faculty.

Source: TTC Institutional Research

College of Charleston Bridge Program Enrollment

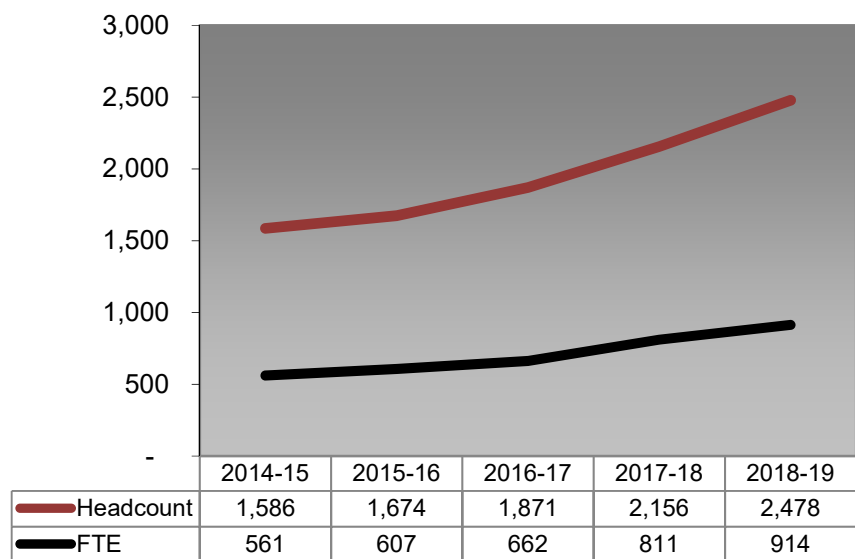


1.3.2 Increase External Partnerships

Dual credit enrollment continues to grow, 14.9% in the last academic year.

Source: TTC Institutional Research

Dual Enrollment and FTE by Academic Year

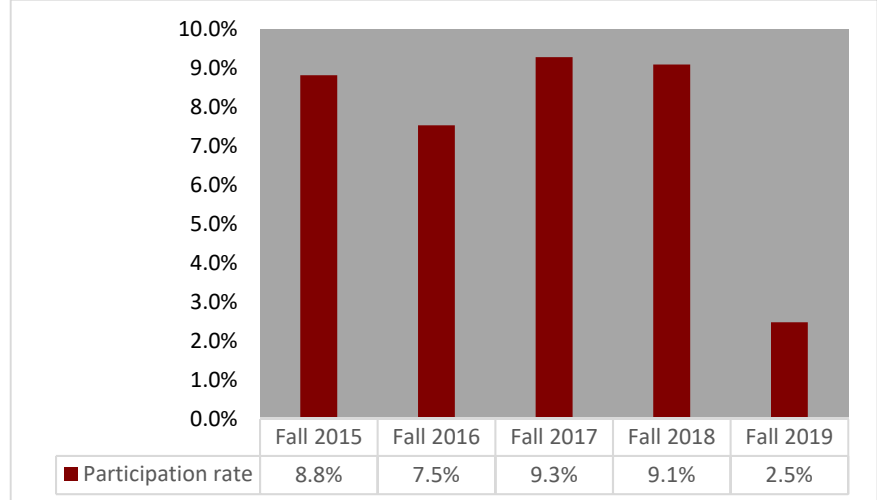


1.4 Increase Flexibility in Paying Tuition

The number of students using the payment plan has dropped dramatically. Partially due to the influx of multiple new forms of financial aid and when aid is posted to accounts. TTC continues to look for payment flexibility options.

Source: TTC Institutional Research, TTC Finance Office

Nelnet Payment Plan Participation in Fall terms

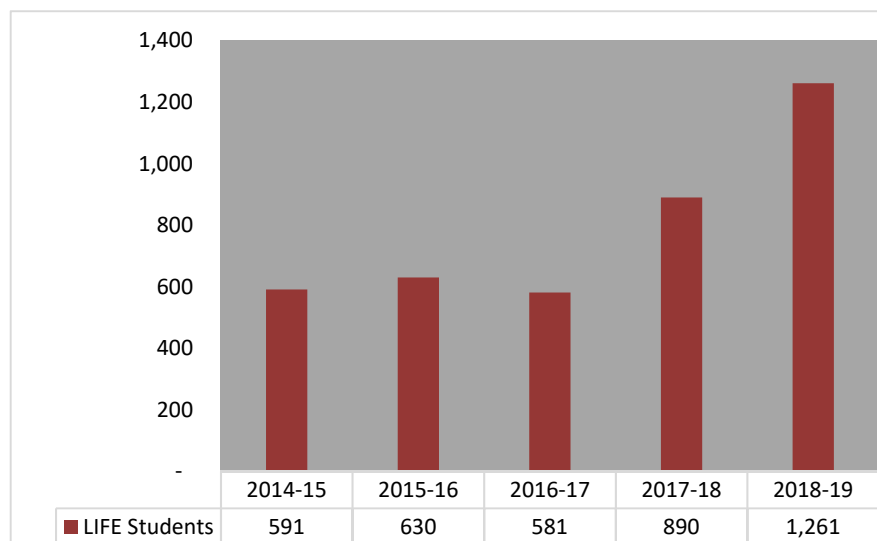


1.5 Increase Number of Life Scholarship Students

TTC continues to hold Life Scholarship information sessions to attract local students eligible for Life Scholarships. These sessions have appeared to pay dividends as the number of Life Scholarships awarded has increased over 40% over one academic year.

Source: TTC Institutional Research, TTC Student Services

Life Scholarship Students by Fiscal Year



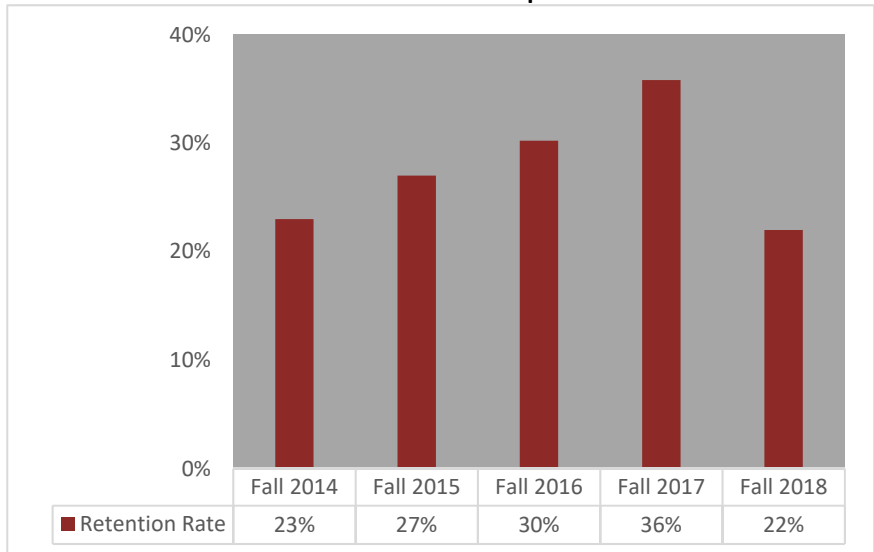
1.5.1 Increase Number of Life Scholarship Students Maintaining the Scholarship

While the percentage dropped dramatically, the number of students retaining the scholarship increased by 50% due to the large increase in new Life Scholarship students enrolling at the college.*

Source: TTC Institutional Research, TTC Student Services

*students enrolled in the Charleston Bridge program are excluded in these calculations as they enroll at C of C following the completion of the bridge program which is a one semester program.

Percentage of First Time Freshmen Retained to Following Fall Term with the Life Scholarship Intact

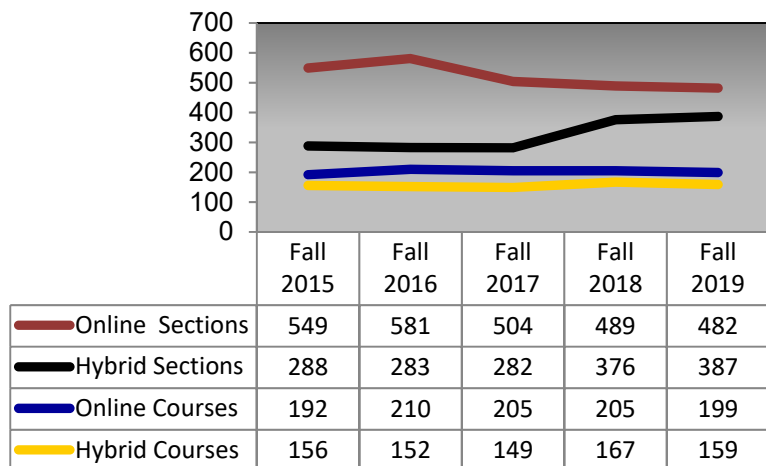


1.6 Increase Online and Hybrid Course Offerings

The college continues to respond to demand for alternative instruction. While enrollment increased slightly in Fall 2019 demand for hybrid sections remains high and the course selections for both online and hybrid remains steady.

Source: TTC Academic Affairs, TTC Institutional Research

Online and Hybrid Offerings Fall Terms



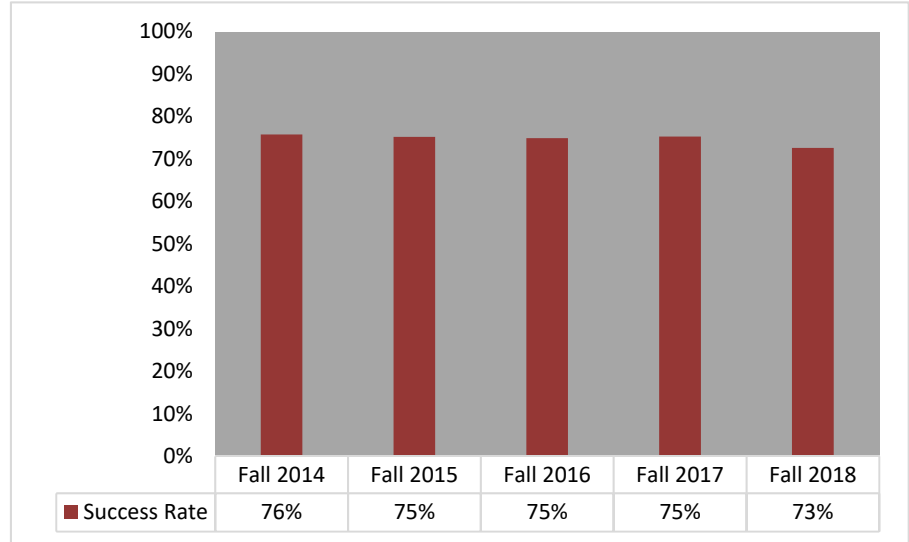
Improve Student Achievement

2.0 Improve Student Achievement

Overall course success rates have remained very consistent since the Fall 2014 conversion to the compressed schedule.

Source: TTC Institutional Research

Overall Success Rates in Fall Terms

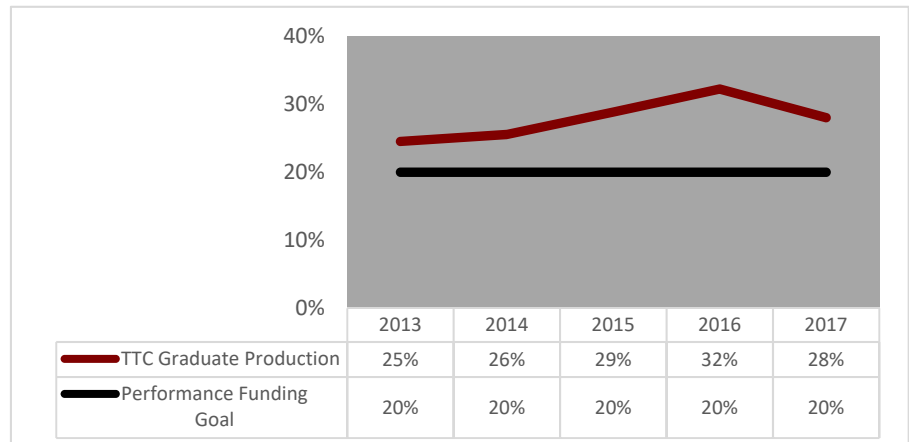


2.1.1 Increase Student Success

One of the State Technical College System's Performance Funding Goals, the Graduate Production Rate is the total number of credentials awarded in an academic year divided by the Fall Full Time Equivalent (FTE). TTC has consistently exceeded the goal.

Source: TTC Institutional Research

Graduate Production Rate

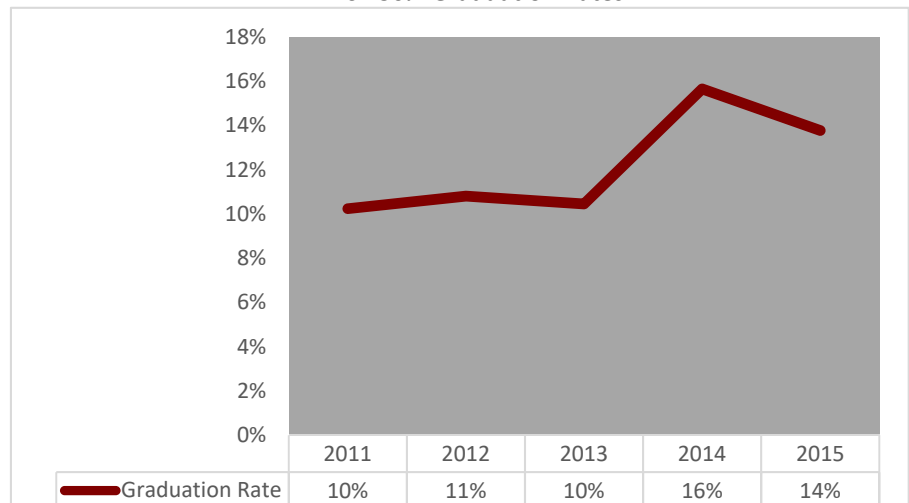


2.1.2 Increase Student Success

The IPEDS 150% graduation rate is the generally recognized metric for college graduation rates. This metric measures what percentage of full-time first time freshmen graduate within 3 years. While the rate is low, TTC has experienced a significant percentage point increase for the 2014 and 2015 cohorts.

Source: TTC Institutional Research

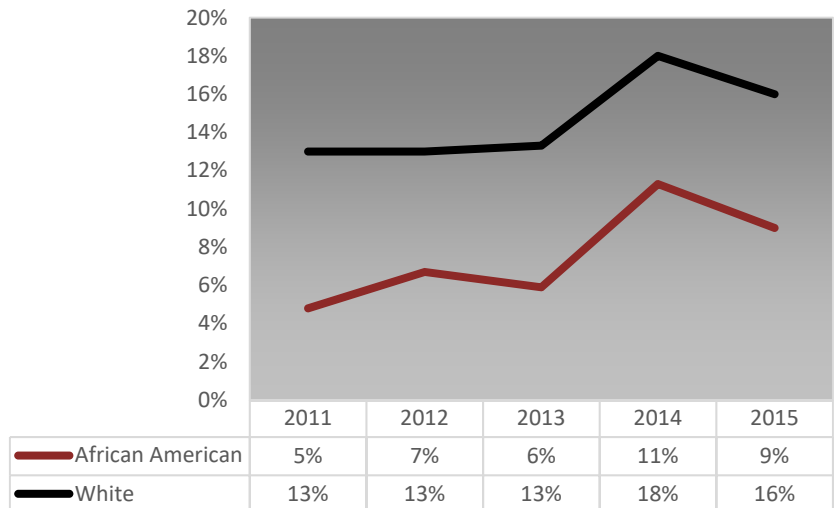
IPEDS 150% Graduation Rates



2.1.3 Increase Student Success

TTC monitors graduation rates by race/ethnicity. While graduation rates of African American students remain lower than white students, they too have made significant gains over the past two cohorts.

IPEDS 150% Graduation Rates by Race/Ethnicity

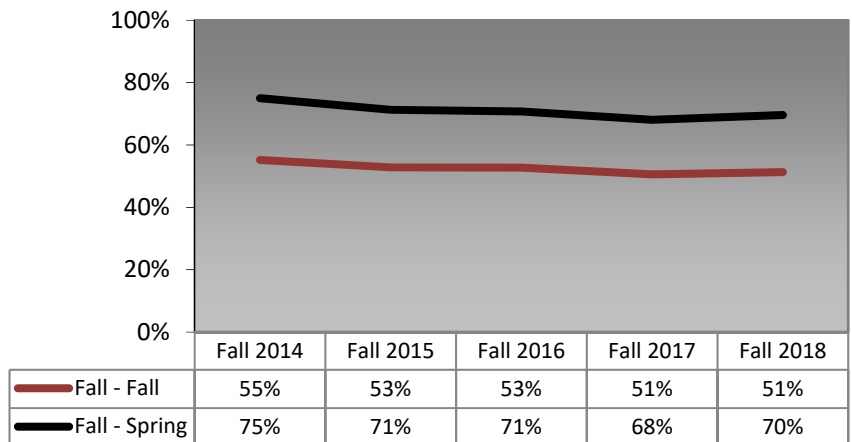


2.2 Increase Retention Rates for all Students

Both Fall-to-fall and Fall-to-spring retention rates have been stable since 2014. TTC has created a Retention committee to address stagnant retention rates. The Fall 2018 cohort had slight increases in both metrics.

Source: TTC Institutional Research

Fall-to-fall and Fall-to-spring Retention

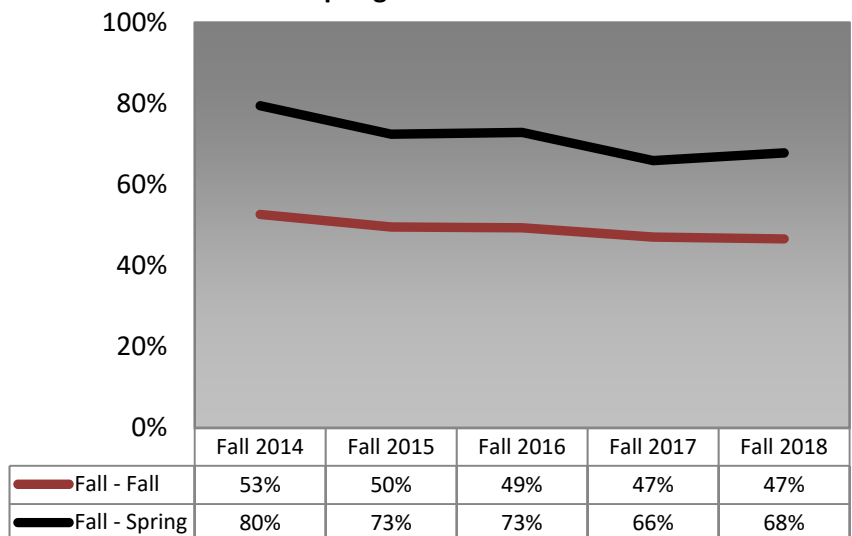


2.3 Increase Fall-to-fall Retention rates for First Time Freshmen

The retention rates for first time freshmen continue to stagnate. While full-time freshmen has acceptable rates the rates for part-time freshmen continues to fall.

Source: TTC Institutional Research

Fall-to-fall and Fall-to-spring Retention for First Time Freshmen

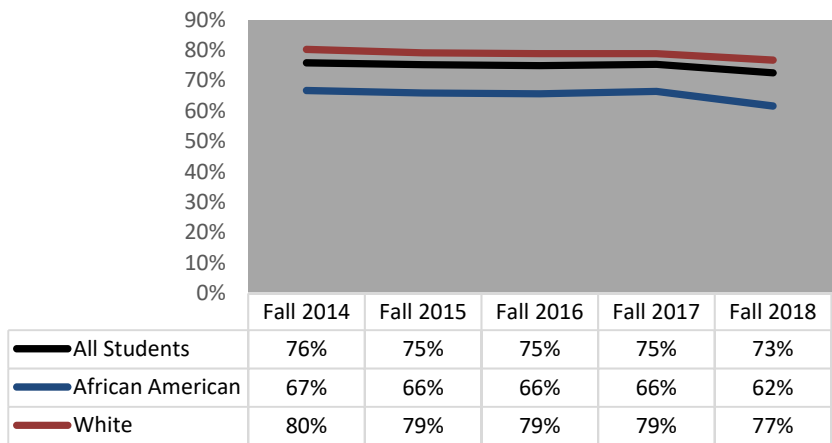


2.4.1 Decrease Success Rate Gaps

Success rates for all students have remained steady for the past four years. The achievement gaps between African American students and white students also has remained relatively constant since 2014.

Source: TTC Institutional Research

Success Rate by Race

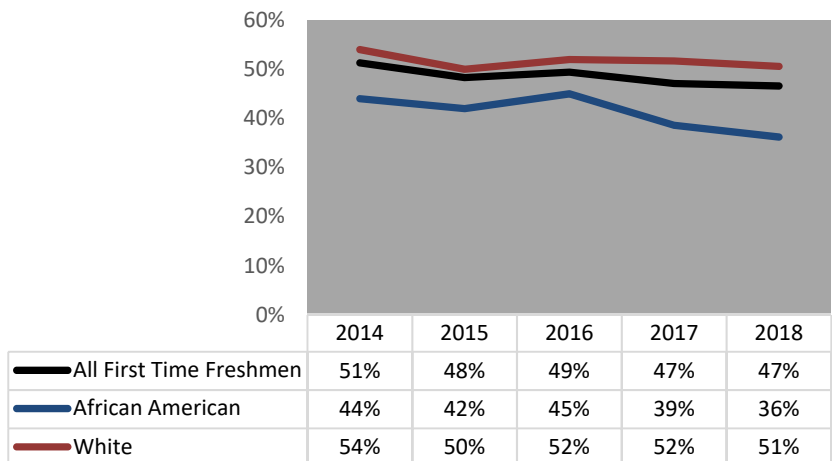


2.4.2 Decrease Retention Rate Gaps

Retention rate gaps mirror the achievement rate gaps. After briefly increasing, first time freshmen Fall-to-fall retention rates have declined, with the African American student decline being quite significant.

Source: TTC Institutional Research

Fall-to-fall Retention Rates by Race

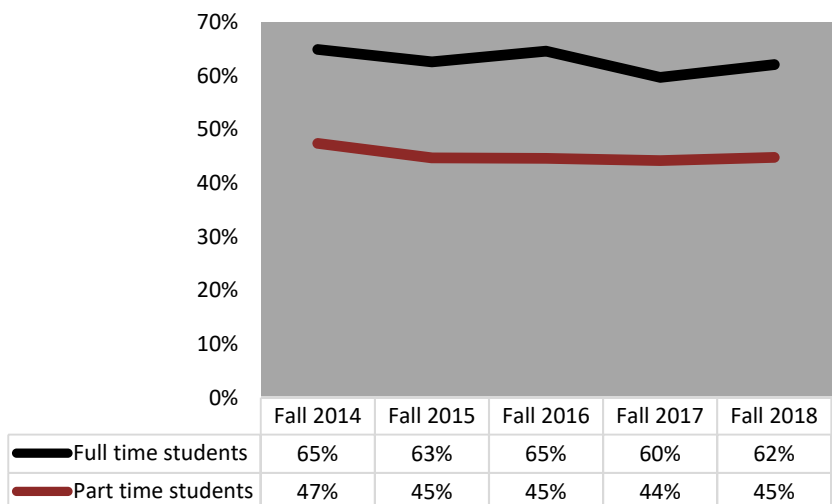


2.4.3 Decrease Retention Rate Gaps between Full-time and Part-time students.

TTC has recognized part-time students have much lower retention rates when compared to full-time students. The college has formed the Retention Committee to develop initiatives to improve retention rates.

Source: TTC Institutional Research

Fall-to-fall Retention by Enrollment Status

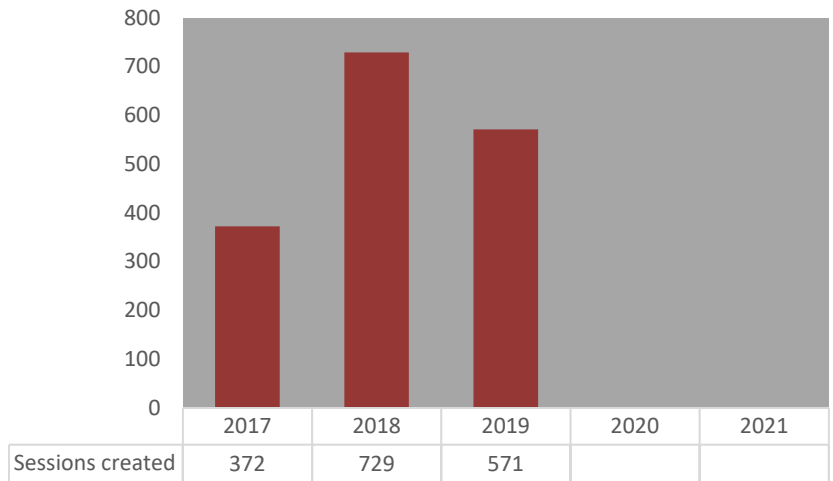


2.6 Improve Academic Technology

Within D2L, the learning management system, faculty continue to use the Bongo (formerly YouSeeU) session recordings allowing students to watch asynchronously. This is especially useful in online and hybrid delivery methods.

Source: TTC Distance Learning and Broadcast Services

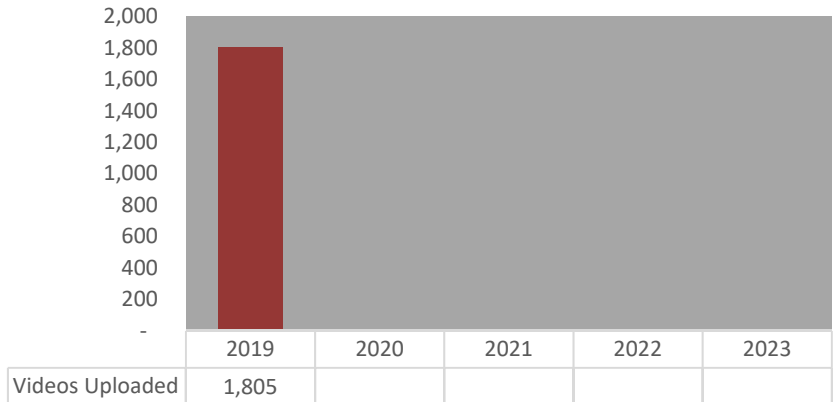
Bongo (formerly YouSeeU) Sessions Created



2.6.1 Academic Technology for Course Assignments

A new feature of the Bongo software is the ability of students to upload assignment videos. This is especially useful for students to exhibit verbal skills, such as public speaking and Spanish.

Bongo Assignment Video Uploads

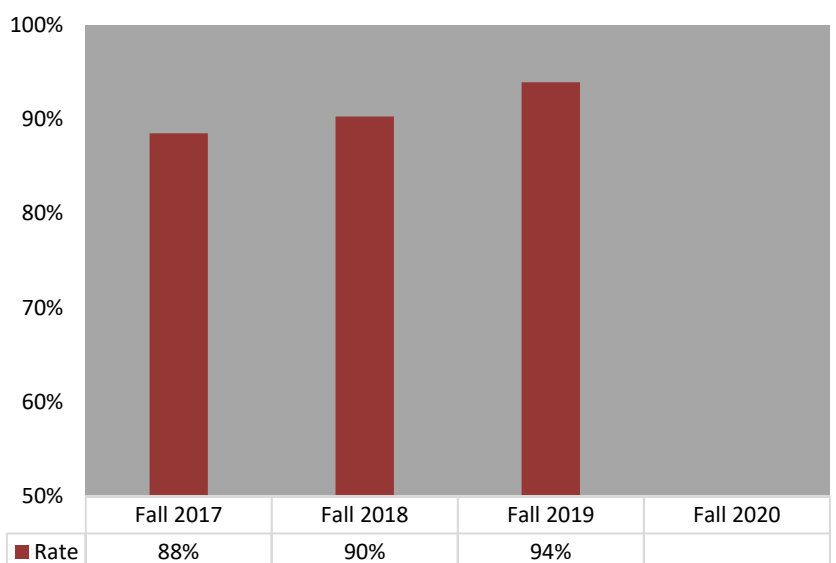


2.7 Ensure D2L Use

Faculty presence in the learning management system (D2L) demonstrates achievement in improving academic technology.

Source: TTC Institutional Research, TTC Academic Affairs

D2L Usage by Faculty



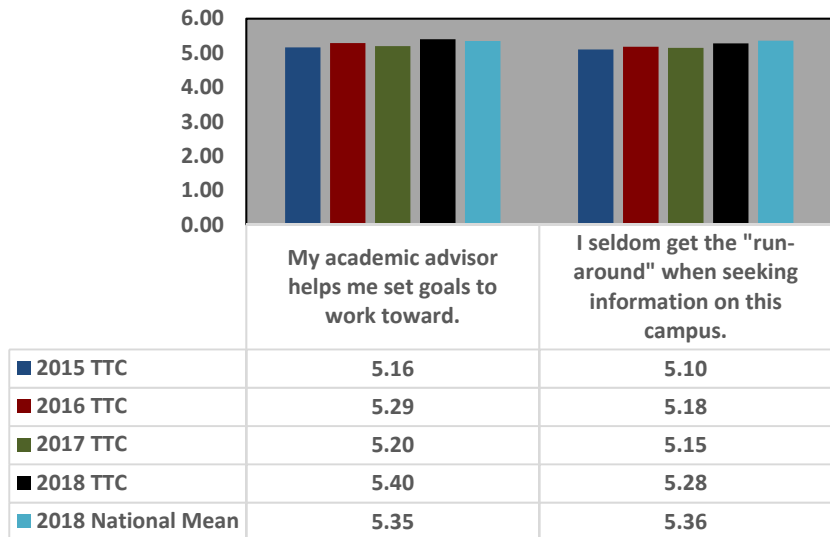
Improve Customer Service

3.1 Improve Customer Service

TTC has achieved increases in both measures in 2018 and exceeded the national mean in both measures.

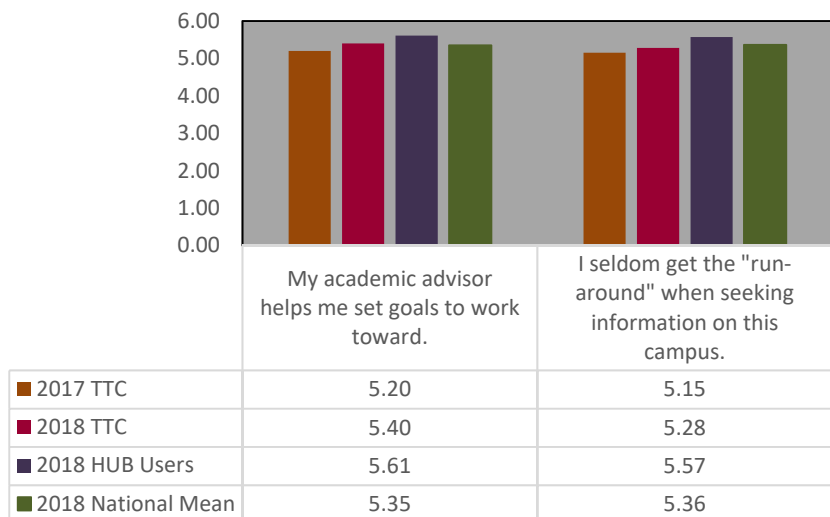
Source: TTC Institutional Research, Ruffalo Noel-Levitz Survey

Student Satisfaction Results



3.1.1 HUB Customer Service

In 2018 TTC disaggregated the Noel-Levitz responses by self-identified HUB users and non-users. Students that identified using The HUB exceeded the overall TTC score by over 0.20 points indicating a greater satisfaction with services.

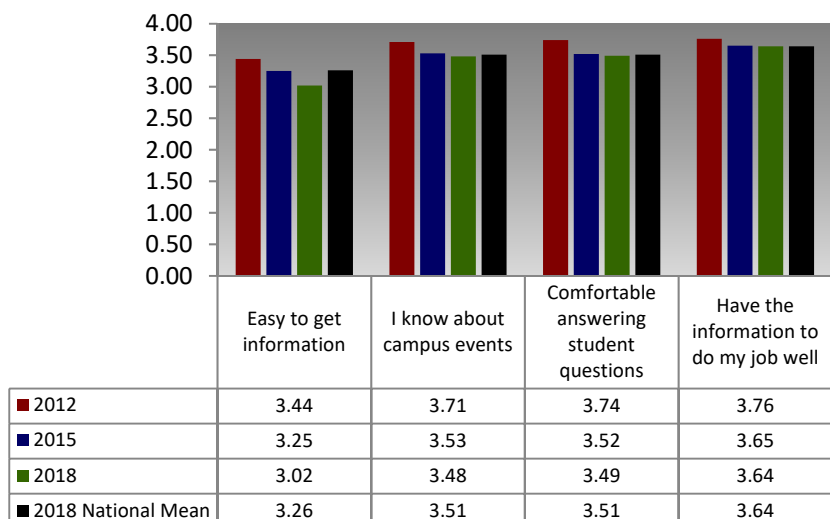


3.2 Easy Access to College Information

Although employees' responses fell between 2012 and 2014, the 2014-15 results mirror the national mean. The 2018 results mirror the national mean except in the "Easy to get information" category.

Source: TTC Institutional Research, Ruffalo Noel-Levitz College Employee Satisfaction Survey

College Employee Satisfaction Survey

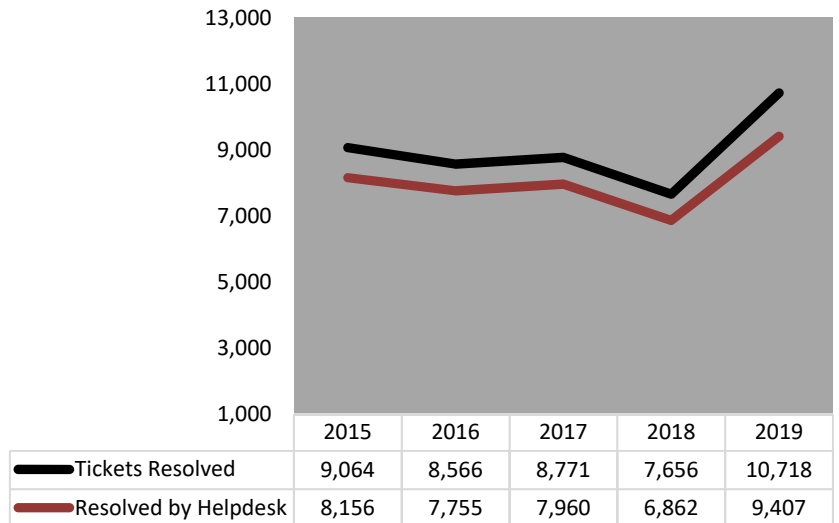


3.3 Improve Help Desk Functions

The TTC Helpdesk continues to resolve the vast majority of tickets submitted.

Source: TTC Information Technology

Tickets Resolved by the Helpdesk



Improve Fiscal Stability

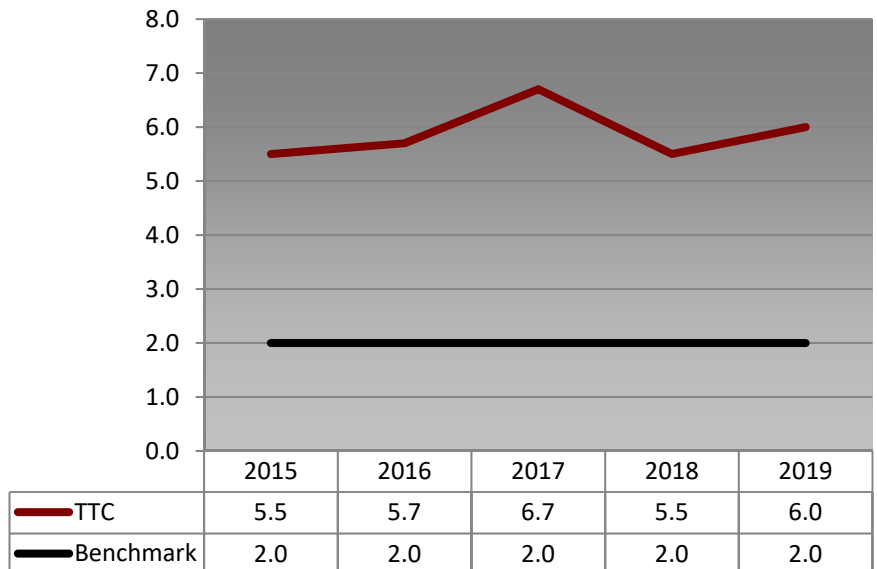
4.0 Improve Fiscal Stability

The college's careful approach to budget planning is reflected in key indicators of fiscal health.

The current ratio is current assets divided by current liabilities. The benchmark for this ratio is 2.0.

Source: TTC Finance and Administration

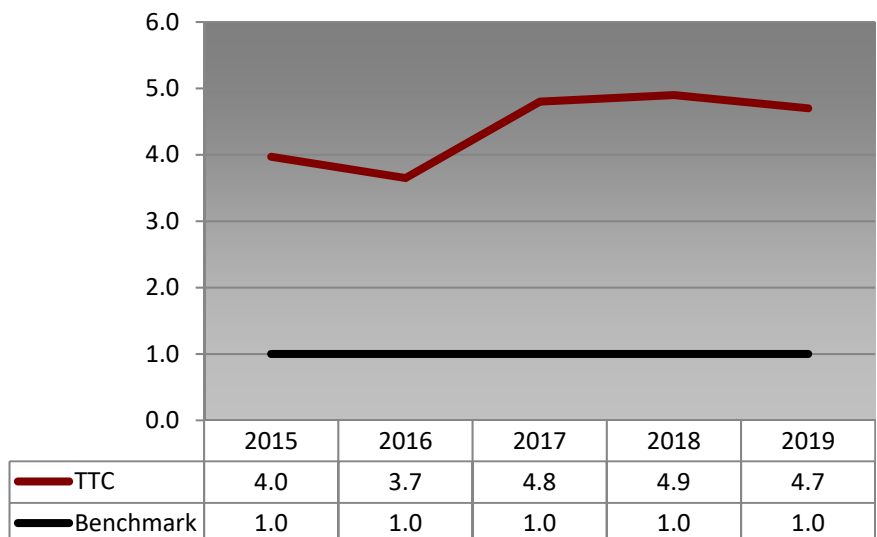
Current Ratio



The fund balance reserve ratio is the fund balance divided by operating expenses, multiplied by 12 months. The benchmark for this ratio is 1.0.

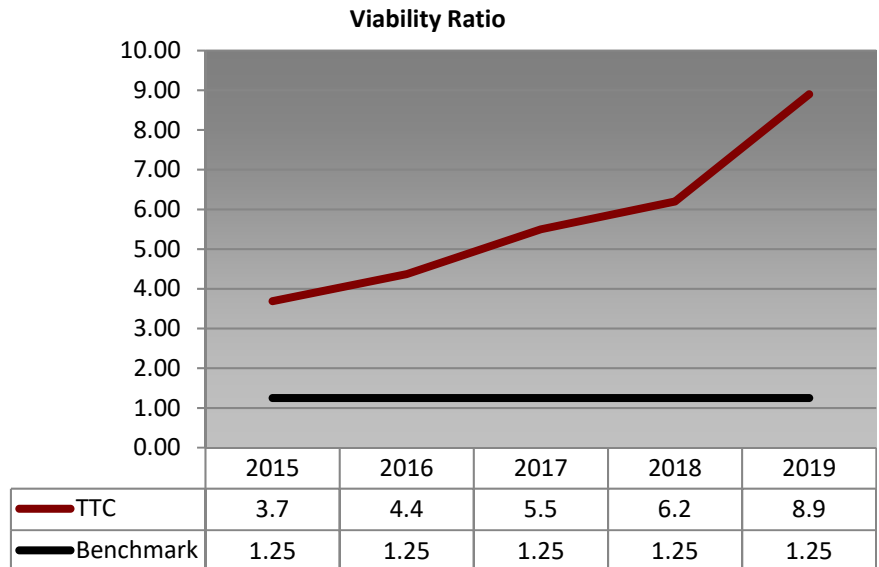
Source: TTC Finance and Administration

Fund Balance Reserve



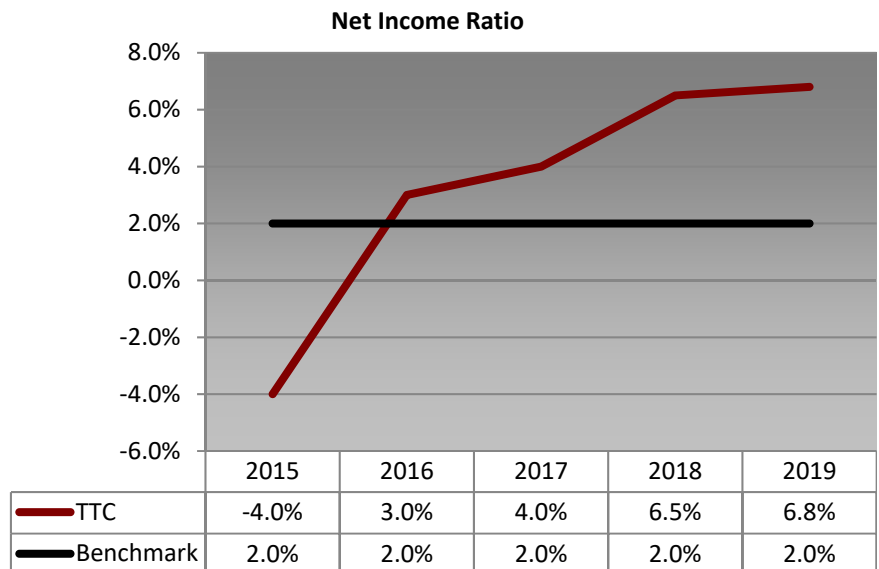
The viability ratio is expendable net assets plus long-term debt, divided by long-term debt. The benchmark for this ratio is 1.25.

Source: TTC Finance and Administration



The net income ratio is revenue minus expenses, divided by revenue. The benchmark for this ratio is 0.02 or 2%.

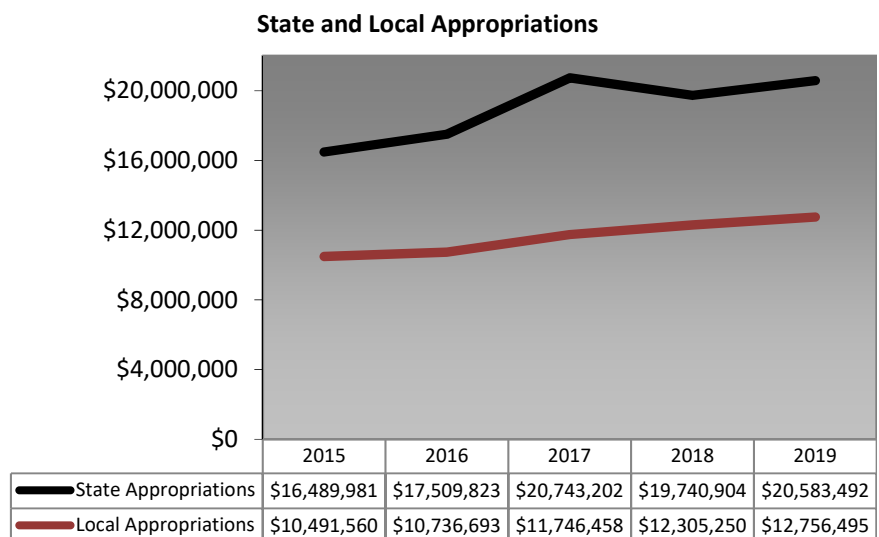
Source: TTC Finance and Administration



4.3 and 4.4 Increase State and Local Appropriations

State appropriations have increased slightly four of the last five years and local appropriations have increased each of the last five years.

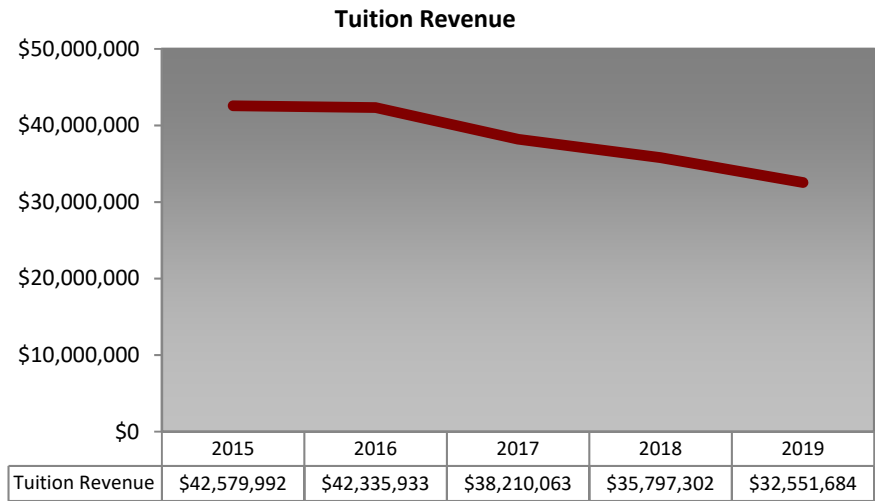
Source: TTC Finance and Administration



4.6 Increase Revenue from Credit Course Offerings

Tuition revenue has fallen the past five fiscal years.

Source: TTC Finance and Administration



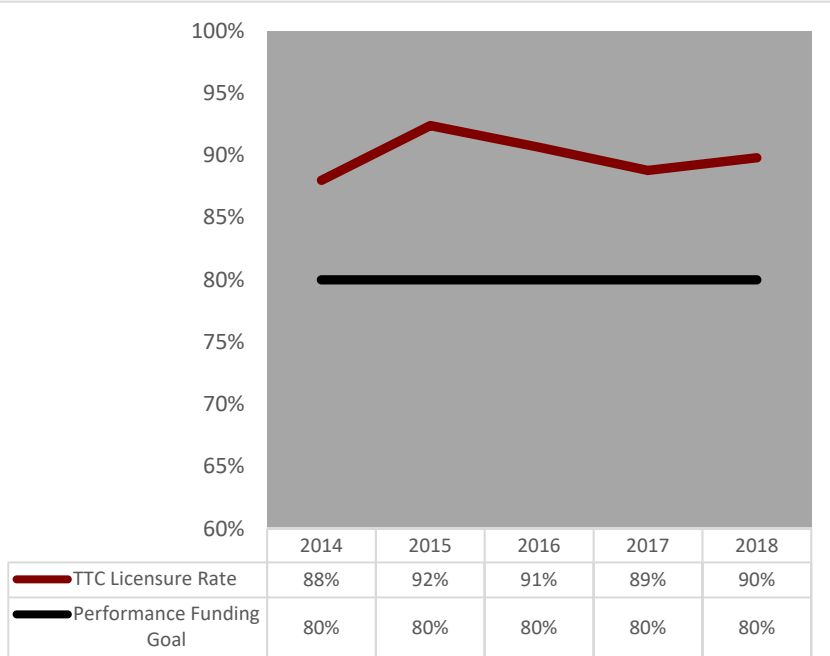
Academic Excellence

Licensure

At 90%, graduates of TTC continue to demonstrate a strong performance on licensure exams. The 2018-19 results reflect the efforts of TTC graduates attempting 510 examinations in 15 different subject areas. TTC has maintained results above the State Technical College performance funding level for over 20 years.

Source: TTC Institutional Research

Licensure Exam Pass Rate



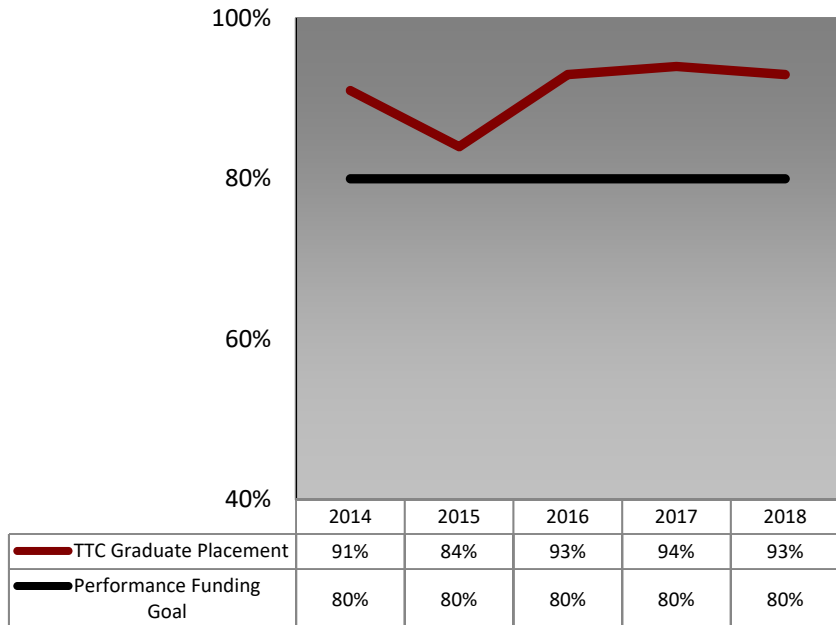
Placement Rates

TTC has maintained results above the State Technical College performance funding level of 80% for the last eleven years and above 90% in four of the last five years.

Source: TTC Online FactBook

*The Graduate Placement Rate includes graduates who are working within their field of study or continuing their education.

Graduate Placement Rate



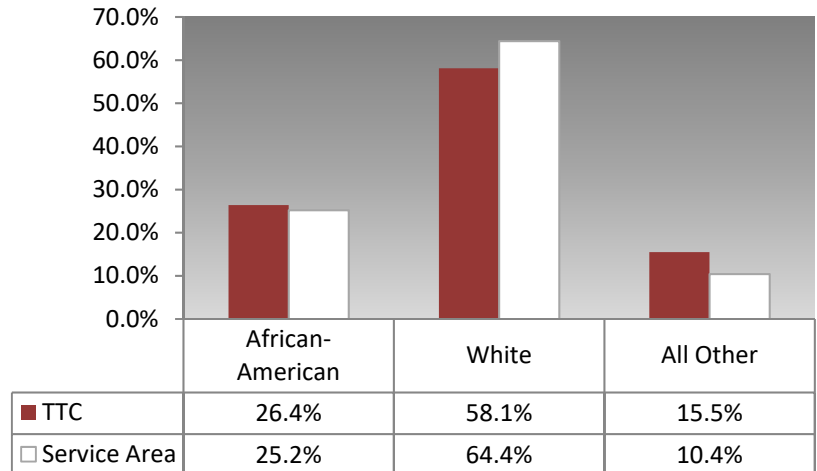
Diversity and Inclusion

Student Diversity

The ethnic diversity of TTC's Fall 2019 student population mirrors that of the college's service area.

Source: TTC Institutional Research

Fall 2019 Student Demographics

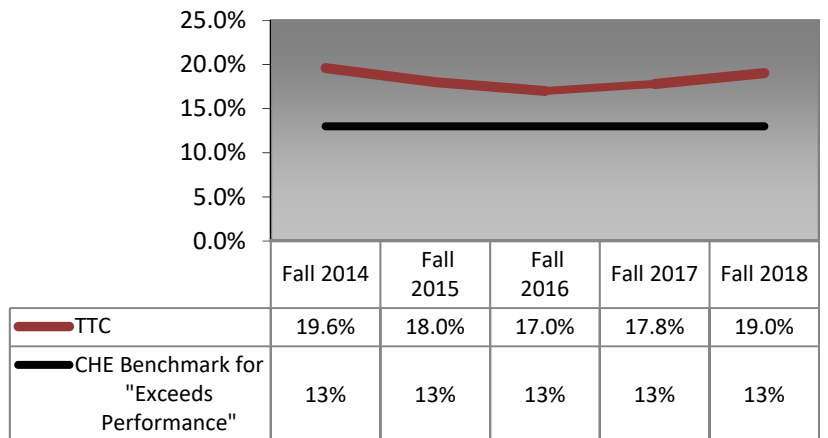


Minority Faculty

The college has exceeded the South Carolina Commission on Higher Education (CHE) performance funding benchmark for minority faculty 16 years in a row.

Source: SC CHE Institutional Performance Ratings

Percent Minority Faculty

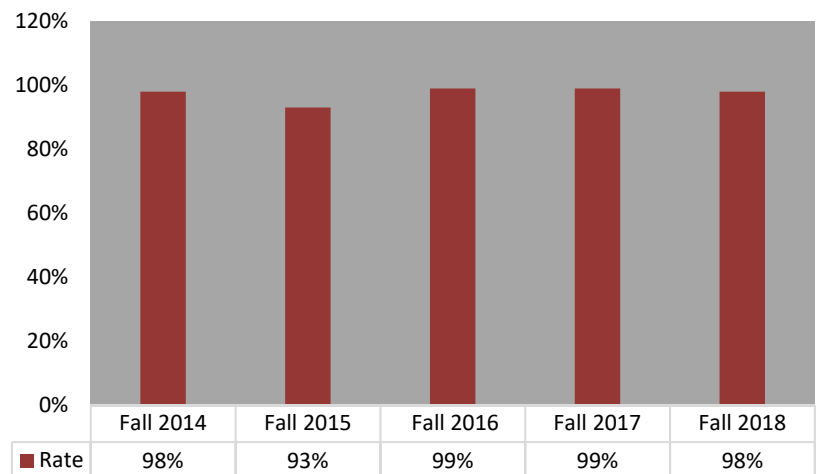


EEO Goals

TTC's performance on attainment of EEO goals continues to be an organizational strength. TTC was first among all Technical Colleges and fourth among state agencies in EEO performance.

Source: TTC Human Resources

Percent Attainment of EEO Goals



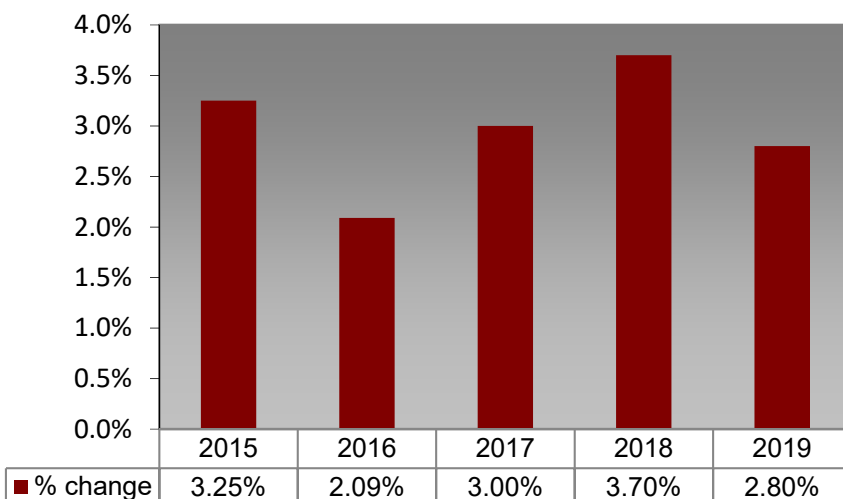
Accessibility and Affordability

Tuition Rates

TTC has maintained annual tuition increases at or below the Higher Education Price Index (HEPI) for 2019.

Source: TTC Institutional Research

Tuition Rate Increase by Year

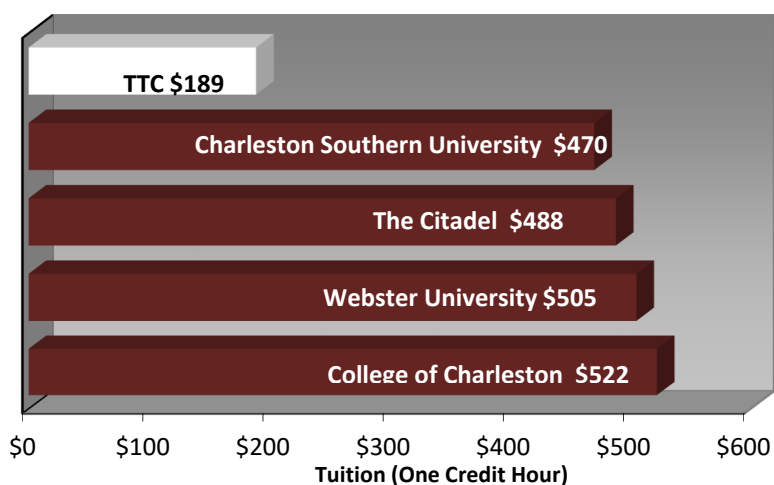


Local Tuition Comparison

TTC continues to be the best value in higher education among public and private non-profit institutions in the greater Charleston area.

Source: TTC Finance Office, The Citadel, Charleston Southern University, Webster University, and College of Charleston websites.

Credit Hour Tuition

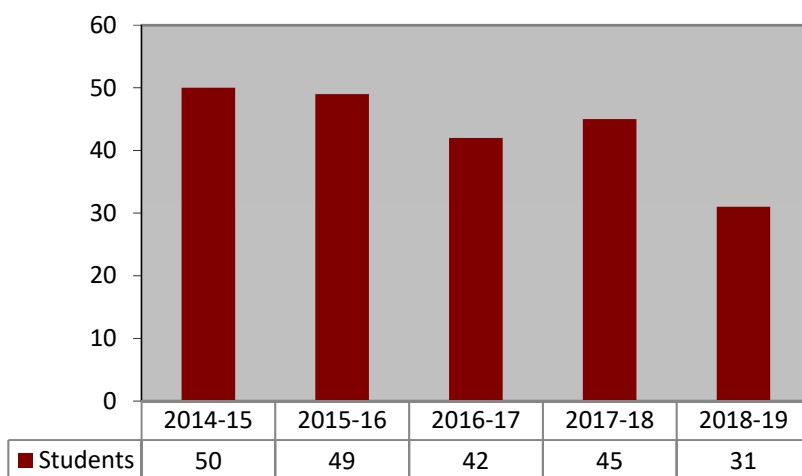


Clemente Program

The Clemente Program continues to provide access to the areas neediest population.

Source: TTC Institutional Research

Clemente Program Enrollment



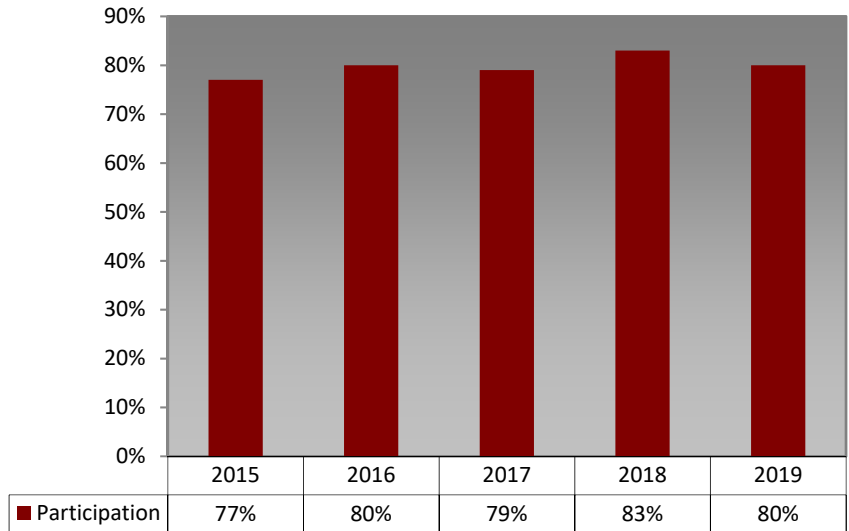
Accountability

Campus Campaign

Faculty and staff participation in the annual TTC Campus Campaign has remained at 80% or higher three of the last five years.

Source: TTC Foundation

Campus Campaign Participation



Campus Campaign

The total dollar amount raised in the campus campaign has exceeded \$70,000 the last five years.

Source: TTC Foundation

Campus Campaign Total

